

Tab B – Comparison of Social Studies to JROTC

KENTUCKY CORE CONTENT

GOVERNMENT AND CIVICS

Academic Expectation 2.14 – Students should understand the democratic principles of justice, equality, responsibility and freedom and apply them to real-life situations.

Academic Expectations 2.15 – Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

SS-H-1.1.1 – Governments derive their power from different sources-democracy, monarchy, dictatorship.

SS-H-1.1.2 – Democratic governments preserve and protect the rights and liberties of their constituents through different sources (U.N. Charter, U.S. Constitution, etc.).

SS-H-1.1.3 – The U.S. government’s response to contemporary issues and societal problems (education, welfare, and crime) reflects the needs, wants, and demands of its citizens (individuals, groups).

SS-H-1.2.1 – Powers of government are distributed and shared among levels and branches to reflect the “common good”.

SS-H-1.2.2 – The principles of limited government (rule of law, checks and balances, majority rule, minority rights) protect individual rights and promote the “common good”.

SS-H-1.3.1 – The rights of one individual may, at times, be in conflict with the rights of another.

SS-H-1.3.2 – The rights of an individual may, at times, be in conflict with the responsibility of the government to protect the “common good”.

SS-H-1.3.3 – In order for the U.S. government to function as a democracy and preserve individual rights, citizens must assume responsibilities and duties for its functioning.

JROTC PROGRAM OF INSTRUCTION

U6.6.1 – Supreme Court and Chief Justice

U6.6.2 – John Marshall and Judicial Review

U6.7.1 – Immigration & becoming a citizen

U6.7.2 – The organization & power of congress

U6.7.3 – The executive branch & presidential power

U6.7.4 – Political parties, voting & elections

CULTURE AND SOCIETY

Academic Expectation 2.16 – Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

(Discussed in Units on Government and Geography)

Academic Expectation 2.17 – Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.

U2.1.5 – Cultural and individual diversity
U3.1.2 – Appreciating diversity-personal preferences
U3.3.1 – Communication between individuals
U3.3.7 – Group communication-roles and behavior

SS-H-2.1.1 – Philosophy, religion, values, technology, and behavior patterns help define culture.

SS-H-2.2.1 – All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.

SS-H-2.3.1 – Various human needs are met through interaction in social institutions.

SS-H-2.4.1 – As cultures emerge and develop, conflict and competition may occur.

SS-H-2.4.2 – Compromise and cooperation are characteristics that may influence social interaction.

ECONOMICS

Academic Expectation 2.18 – Students understand economic principles and are able to make economic decisions that have consequences in daily living.

National Endowment for Financial Education: High School Financial Planning Program

SS-H-3.1.1 – Scarcity of resources necessitates choices at both the personal and societal levels.

1.1 – Needs vs. wants
1.2 – Decision Making
1.3a – Short-Term Goals and Objectives
1.3b – Mid-Term Goals and Objectives
1.3c – Long-Term Goals and Objectives
1.4 – Track Your Spending
1.5 – Personal Record
2.1 – Future Achievements
2.2 – Analyzing Pay Stubs
2.3 – Case Study-What's Your Pay?
2.4 – Successful Entrepreneur Characteristics

SS-H-3.1.2 – Federal, state, and local governments have limited budgets, so they must compare revenues to costs when planning public projects.

SS-H-3.1.3 – To make informed choices, consumers must analyze advertisements, consider personal finances, and examine opportunity cost.

3.1 – Case Study-Spending/Saving
3.2 – Evaluating the Case Study
3.3 – Constructing a Personal Spending/Saving Plan
3.4 – Evaluating your Personal Spending/Saving Plan
4.1 – Shopping for the Best Credit
5.1a – Personal Property Inventory
5.1b – Personal Financial Risk Exposure
5.2 – Comparing Cost of Automobile Insurance
6.1 – Time Value of Money
6.2 – Impact of Delaying Savings
6.3 – Relating Time, Money, and Interest Rates to Financial Goals

SS-H-3.2.1 – Economic systems can be evaluated by their abilities to achieve broad social goals such as freedom, efficiency, equity, security, and growth.

SS-H-3.2.2 – Economic institutions include such organizations as corporations, labor unions, banks, stock markets, cooperatives, and partnerships.

SS-H-3.2.3 – Individuals attempt to maximize their profits based on their role in the economy.

SS-H-3.3.1 – Numerous factors influence the supply and demand for products.

SS-H-3.3.2 – Specific financial and non-financial incentives often influence individuals differently (discounts, sales, trends, and personal convictions).

SS-H-3.3.3 – The level of competition in a market is largely determined by the number of buyers and sellers.

SS-H-3.3.4 – Laws and government mandates (anti-trust, tariff, regulatory) have been adopted to maintain competition in the U.S.

SS-H-3.4.1 – An entrepreneur is a person who organizes and manages a business and/or enterprise usually with considerable initiative and risk.

SS-H-3.4.2 – Technological change and investments in capital goods and human capital/resources increase productivity.

SS-H-3.4.3 – Investments in capital goods and labor can increase productivity but have significant opportunity costs.

SS-H-3.4.4 – The interdependence of personal, national, and international economic activity often results in international issues and concerns.

GEOGRAPHY

Academic Expectation 2.19 – Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

SS-H-4.1.1 – Representations of Earth and databases can be used to analyze the distribution of physical and human features on Earth's surface.

SS-H-4.1.2 – Mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study, and the media bring new geographic information.

SS-H-4.1.3 – The location and distribution of human features on the Earth's surface are based on reasoning and patterns (transportation, resources, markets, etc.)

SS-H-4.2.1 – Places and regions serve as meaningful symbols for individuals and societies.

U5.1.1 – Learning about the globe

U5.2.1 – Determining distance & direction on a map

U5.2.2 – Introduction to topographic maps

U5.2.3 – The military grid reference system

U5.2.4 – Identifying contours & landforms on terrain

U5.2.5 – Determining distance on a map

U5.2.6 – Determining direction on a map

U5.2.7 – Converting grid-magnetic angle

U5.2.8 – Determining location on a map

U5.3.1 – Orienteering

U5.5.1 – Basic concepts of geography

U5.5.2 – Physical, cultural, economic and political features of North America

U5.5.3 – Physical, cultural, economic and political features of South America

U5.5.4 – Physical, cultural, economic and political features of Europe

U5.5.5 – Physical, cultural, economic and political features of Asia

U5.5.6 – Physical, cultural, economic and political features of Africa

SS-H-4.2.2 – Physical characteristics create advantages and disadvantages for human activities in a specific place.

SS-H-4.2.3 – People can develop stereotypes about places and regions.

SS-H-4.2.4 – People from different cultures or with different perspectives view regions in different ways, sometimes resulting in conflict.

SS-H-4.3.1 – Humans tend to settle in or near urban areas, depending on the availability of resources; therefore, urban areas vary in size, arrangement and function.

SS-H-4.3.2 – Human migration has major physical and cultural impacts and can be the result of pressures or events that push populations from one place or pull them to another.

SS-H-4.3.3 – Technology has facilitated the movement of goods, services, and populations; increased economic interdependence at all levels; and influenced development of centers of economic activity.

SS-H-4.4.1 – Humans develop strategies (transportation, communication) to overcome limits of their physical environment.

SS-H-4.4.2 – Human modification of the physical environment has possible global effects.

SS-H-4.4.3 – Natural disasters may affect decision relative to human activities.

SS-H-4.4.4 – Group and individual perspectives impact the use of natural resources.

U5.5.7 – Physical, cultural, economic and political features of Australia and Oceania

U5.6.1 – Environmental awareness and issues

HISTORY

Academic Expectation 2.20 – Students understand, analyze and interpret historical events, conditions, trends, and issues to develop historical perspective.

SS-H-5.1.1 – Interpretations of history are subject to change as new information is uncovered.

SS-H-5.1.2 – Primary sources allow individuals to experience history from the perspectives of people who lived it.

SS-H-5.1.3 – Cause-and-effect relationships can be analyzed by looking at multiple causation (individual influences, ideas and beliefs, technology, resources).

SS-H-5.2.1 – Disagreements over how Reconstruction should be approached and its various programs led to conflict, constitutional crisis, and limited success.

SS-H-5.2.2 – The rise of big business, factories, mechanized farming, and the labor movement transformed the lives of Americans.

SS-H-5.2.3 – After the Civil War, massive immigration and United States foreign policies created new social patterns, conflicts, and ideas about national unity amid growing cultural diversity.

SS-H-5.2.4 – During the Progressive Movement, World War I, and the Twenties, Americans experienced significant social, political, and economic changes.

SS-H-5.2.5 – The Great Depression, New Deal policies, and World War II transformed America socially and politically at home and reshaped its role in world affairs.

SS-H-5.2.6 – After World War II, America experienced economic growth, struggles for racial and gender equality, the extension of civil liberties, and conflict over political issues.

SS-H-5.2.7 – In the 20th century, the United States has assumed a role in the global community to maintain and restore world peace.

SS-H-5.3.1 – During the Renaissance and Reformation, humans began to rediscover the ideas of the Classical Age and to question their place in the universe.

U1.1.8 – The National Anthem and National March

U1.1.9 – American military traditions and customs

U1.2.1 – The Department of Defense

U1.2.2 – The U.S. Army, Part 1: The Active Army

U1.2.3 – The U.S. Army, Part 2: The Reserves

U1.2.4 – The U.S. Navy

U1.2.5 – The U.S. Air Force

U1.2.6 – The U.S. Marine Corps

U1.2.7 – The U.S. Coast Guard & Merchant Marine

U6.1.1 – The Preamble of the constitution

U6.1.2 – Understanding citizenship skills

U6.1.3 – Citizenship: cooperation & patience

U6.1.4 – Citizenship: fairness, respect, & strength

U6.1.5 – Citizenship: self-improvement & balance

U6.2.1 – Citizen action groups-simple

majority/consensus

U6.2.2 – Citizen action groups-establishing ground rules

U6.2.3 – Citizen action groups-small group meetings

U6.2.4 – Citizen action groups-representative group sessions

U6.3.3 – Your role as an American citizen

U6.4.1 – Revolution and the new nation

U6.5.1 – The formative years (1815-1899)

U6.5.2 – World War I (1914-1918)

U6.5.3 – World War II (1939-1945)

U6.5.4 – The Cold War (1946-1959)

U6.5.5 – The Cold War & Vietnam (1960-1989)

U6.5.6 – The Post Cold War era (The 1990's)

SS-H-5.3.2 – New ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and significant changes to other regions of the world.

SS-H-5.3.3 – An Age of Revolution brought about changes in science, thought, government, and industry that shaped the modern world.

SS-H-5.3.4 – Nationalism, militarism, and imperialism led to world conflicts, economic booms and busts, and the rise of totalitarian governments.

SS-H-5.3.5 – After WWII, the U.S. and the U.S.S.R. emerged as world super powers; a Cold War developed; and new nations formed in Africa, Asia, Eastern Europe, and the Middle East.

SS-H-5.3.6 – The second half of the 20th century was characterized by rapid social, political, and economic changes that created new challenges.